

Standard 8-5: The student will demonstrate an understanding of major social, political, and economic developments that took place in the United States during the second half of the nineteenth century.

8-5.6 Explain the significance that the increased immigration into the United States in the late nineteenth century had for the state of South Carolina, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity. (H, G, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students explained the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business (5-3.1). They also summarized the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation (5-3.2).

In United States history, students will explain the causes and effects of urbanization in late nineteenth century America, including the movement from farm to city, the continuation of the women's suffrage movement, and the migration of African Americans to the North and the Midwest (USHC-5.5). They will explain the influx of immigrants into the United States in the late nineteenth century in relation to the specific economic, political, and social changes that resulted, including the growth of cities and urban ethnic neighborhoods, the restrictions on immigration that were imposed, and the immigrants' responses to the urban political machines (USHC-5.6).

It is essential for students to know:

Immigrants did not come to South Carolina in large numbers because of the depressed economic conditions in agriculture and the lack of available land and because of a lack of industrial jobs. The mills had an ample supply of dispossessed farmers from the rural areas of the state. However, those immigrants who did come to the state made significant cultural and economic contributions to South Carolina. Many immigrants established businesses including the founder and editor of The State newspaper, who was an immigrant from Cuba.

Immigration had a much greater impact on the cities of the Northeast and Midwest. Although some immigrants moved to the plains and established farms, many immigrants were too poor to move beyond the port cities where they landed. Thus ethnic neighborhoods grew as immigrants looked for the familiar in a strange new land. Churches, schools, businesses and newspapers reflected the ethnicity of Little Italy, Greektown or Polonia. South Carolina city neighborhoods were divided into black and white sections. Many established immigrants helped those who had newly arrived to find jobs and housing which had a powerful impact on city politics. People voted for those who found them jobs and helped them through hard times. Immigrants gave their votes to neighborhood and ward bosses in gratitude for the help they had received, not as a result of any direct bribery. Although many political bosses were corrupt and routinely used graft and bribery in awarding city contracts, they also served an important role in helping new immigrants to adapt to their new country. The power that immigrant groups gave to this urban political machine allowed the bosses to solve important urban problems despite the abuses that occurred under city bosses such as New York's Boss Tweed. The political machine in South Carolina was controlled by the Tillmanite faction of the Democratic Party. They too were engaged in corruption and graft and controlled the votes of the people through disfranchisement of the African American voter and racist rhetoric. Just as the immigrant communities helped each other, the African American community

in South Carolina developed organizations and churches that supported them as they attempted to protect themselves against the white political machine.

Much like the restrictions on the rights of African Americans in South Carolina, racial hostility led to restrictions on immigration. Students should understand the term **nativism**, which predated the Civil War with prejudices against the Germans and the Irish. In the late 19th century, resentments focused on the immigrants from Southern and Eastern Europe (such as the Italians, Poles, Russians and Eastern European Jews) as the numbers of these groups grew and the differences with previous immigrant groups, (such as the English, Irish and Germans) and ‘native’ Americans were more obvious. Although literacy tests for immigrants were proposed in Congress in the 1890s, immigration restrictions in the form of a quota system did not pass until the 1920s. Late 19th century nativism can be seen as a Northern counterpart of the anti-African American prejudices in South Carolina.

The effect of racial and ethnic diversity on national identity in the late 19th and early 20th century was to solidify the confidence among the native white population in their inherent superiority and “100% Americanism.” The idea of Social Darwinism gave an intellectual justification for white supremacy. It was not until much later in the 20th century that immigrants and African Americans were recognized for the contributions they have made to the strength of American democracy and the richness of American culture.

It is not essential for students to know:

Competition for economic opportunity contributed to anti-immigrant prejudices. After the Civil War, westerners resented the Chinese workers who had built the railroads and Chinese immigration was restricted as a result of such prejudices. Union members also resented the immigrants who were employed as “scabs” (strikebreakers) by management. However this was not significant in South Carolina because unions were not effective in the state. Unskilled workers objected to the practice of contracting laborers in Europe who would come to take jobs from “native” Americans and exert a downward pressure on wages. The United States government passed a law which limited this practice.

Students do not need to know that social reform movements started in the pre-Civil War period and continued to be directed at assimilating new immigrants in the late 19th century. The temperance movement was directed at ethnic groups whose cultures were associated with drink such as the Irish and Germans and later applied to Italians. The early public school movement was promoted to teach the newly arrived about democracy and the Protestant religion of the American majority. Consequently Catholic immigrants (such as the Irish and Italians) objected to the Protestant curriculum and started their own parish schools. Students do not need to be able to name any specific immigrants or immigrant groups who have made a contribution to South Carolina

Assessment guidelines:

Appropriate assessments will require students to **explain** the significance of increased immigration to the United States and why there was limited immigration to South Carolina. Students should be able to **compare** the racial hostility towards immigrants in other parts of the United States and to African Americans in South Carolina. Students should be able to **explain** how Social Darwinism was a component of white supremacy.